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ABSTRACT

This manual provides information on the accountability reports prepared by Miami-Dade Community College for use on federal, state, and local levels. First, an overview is presented of the purposes of the Placement and Follow-Up (P&F) system, uses of the data, and the tasks involved in P&F reporting. The bulk of the manual explains the following data collection activities: (1) program enrollments and completions; (2) pre-program admittance enrollments; (3) supplemental, special needs, and apprenticeship course enrollments; (4) developmental and community instructional service enrollments; (5) the feedback system, which combines information from the community colleges, the State University System, and the Florida Department of Labor and Employment Security to produce reports on the status of community college graduates; (6) survey of former students; and (7) other activities, such as surveys of campus nurses and handicap coordinators to obtain handicapped data, maintenance of job placement logs, surveys of graduation applicants, surveys of program managers, and employer surveys. The next sections provide explanations of the processing of collected data, preliminary checks of data accuracy and integrity, steps taken after the creation of a master file tape, and master file and work file creation. The final sections focus on the preparation of the student P&F report, on employer follow-up, and discuss issues and subsidiary procedures that impinge upon the P&F system. (RO)

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PLACEMENT AND FOLLOW-UP SUMMARY MANUAL

MIAMI-DADE COMMUNITY COLLEGE

DECEMBER 1985

Institutional Research

JC 860 261

Miami-Dade Community College

PLACEMENT AND FOLLOW-UP SUMMARY MANUAL

MIAMI-DADE COMMUNITY COLLEGE

DECEMBER 1985

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Research Associate

OFFICE OF INSTITUTIONAL RESEARCH

John Losak, Dean

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MIAMI-DADE COMMUNITY COLLEGE
PLACEMENT AND FOLLOW-UP SUMMARY MANUAL
OCTOBER 1985

Overview

The Placement and Follow-up (P & F) system consists of a series of accountability reports prepared for use on the federal, state, and local levels. Usage on the federal level may involve decisions regarding budget, specific funding, entitlement, Office of Civil Rights Compliance, etc. On the state level, the data assume significance in the construction of five-year plans for the Division of Vocational Education; various state agencies and commissions rely on P & F information in making policy decisions. Local resource management is also dependent on P & F data to aid in program review decisions.

The Placement and Follow-up reports include:

AA-1A Program Enrollments and Completions
AA-1B Pre-Program Admittance Enrollments
AA-1C Supplemental, Special Needs, and Apprenticeship Enrollments
AA-1D Special Sections Enrollment
EA-3 Developmental and Community Instructional Service Enrollments
AA-2C Completer Follow-up Report
AA-2L Leaver Follow-up Report
AA-4C Completer Employer Report
AA-4L Leaver Employer Report

Reports AA-1A, AA-2C, AA-2L, AA-4C, and AA-4L require detailed reporting for each of the Board approved occupational programs at Miami-Dade Community College. Reports AA-2C and AA-2L are counterparts, the former for Completers (award receivers) and the latter for Leavers (non-rematriculants for two major terms). Likewise, AA-4C and AA-4L seek identical types of data though one reports on Completers and the other on Leaver's. Completer totals on the AA-2C no longer necessarily correspond to the Completer Totals on the AA-1A. All of these reports are mandated by the State of Florida and the forms are uniform across community colleges to facilitate comparability of data.

Data from the Program Enrollments and Completions Report (AA-1A), and the Completer Follow-up Report (AA-2C), are used in the State Program Review process. Beginning in 1985-86 the State is imposing on the community colleges a mandated standard of 70% placement for Completers of vocational programs. Programs are considered to have met this criterion if the combined placements of graduates in fields related to training, military service, and continuing education meet or exceed 70%. Program review is being implemented in three stages:

1985-86 identification of programs failing to meet standards
1986-87 warning of impending consequence
1987-88 withdrawal of funding from deficient programs.

Another imposition by the State is the requirement that any program failing to meet the 60% criterion is automatically subject to program review.

As implied in this overview, Placement and Follow-up reports requirements are constantly changing. Legislative mandates translate into report additions or deletions which, in turn, set into motion a chain of modifications in attempts to change data bases and still maintain comparability across years. These ever-changing demands, which can have extensive effects in the data collection system, also necessitate periodic P & F Manual revisions.

Table 1 (Page 3) presents an overview of the tasks involved in placement and follow-up reporting. "Action Dates" are the suggested beginnings of procedures which may continue through several successive weeks. "Due Dates" are dates that the reports are due at the Division of Community Colleges in Tallahassee. The "Data Source" for each report is listed alongside the "Report Title." Discussion of each particular report or step in the process occurs in this manual on the pages noted under "Reference Page."

TABLE 1: Timeline for Coordinating the Placement and Follow-up Series of Reports

ACTION DATE	STATE DUE DATE	REPORT CODE	REPORT TITLE/ ACTION/OUTCOME	DATA SOURCE	REFERENCE PAGE
Jan.3	- -	- -	Request Adders file documentation	- -	22
Jan.6	Jan.15	FB-1	Mail State tape	IRS 89	19,30
Jan.10	- -	- -	Arrange for Adders data input	- -	25
Feb.14	- -	- -	Deadline for data collection	- -	25
Feb.15	- -	- -	Input data into Adders for Special Needs, SFS, Co-op Ed., Survey of Graduation Applicants, JPLOG	- -	25
Apr.6	- -	- -	Update CIP/SIC code bridge	SAS	28
Apr.6	- -	- -	Report form logic changes	SAS	28
Apr.6	- -	- -	Placement logic changes	SAS	28
Apr.20	- -	- -	Create P & F Master File tape	IRS 80	30
Apr.21	- -	- -	Run ALBTEST1	IRS 80/ SAS	29
Apr.23	- -	- -	Run ALBTEST2	IRS 80/ SAS	29
Apr.25	- -	- -	Run ALBTEST3	IRS 80/ SAS	29
Apr.27	- -	- -	Run ALBTEST4	IRS 80/ SAS	29
Apr.29	- -	- -	Run ALBTEST5	IRS 80/ SAS	29
Apr.30	- -	- -	Create Work file	IRS 80	30
Apr.30	- -	- -	Dump Work file	PF Work	
May 15	Jun 15	AA-2C	P & F Report for Completers	PF Work/ SAS	19
May 15	Jun 15	AA-2L	P & F Report for Leavers	PF Work/ SAS	19
May 25	Jun 15	AA-4C	Employer Survey for Completers	Adders/ IRS 73	32
May 25	Jun 15	AA-4L	Employer Survey for Leavers	Adders/ IRS 73	32

TABLE 1: Timeline for Coordinating the Placement and Follow-up Series of Reports (Continued)

ACTION DATE	STATE DUE DATE	REPORT CODE	REPORT TITLE/ ACTION/OUTCOME	DATA SOURCE	REFERENCE PAGE
Jun 9	Jun 15	- -	Due in President's Office: AA-2C, AA-2L, AA-4C, AA-4L	- -	- -
Jun 12	Jul 15	AA-1A	Program Enrollments and Completions	Adders/ SRG 70	6
Jun 12	Jul 15	AA-1B	Pre-Program Admittance Enrollments	SRG 70	10
Jun 12	Jul 15	AA-1C	Special Programs Enrollments	SRG 70	10
Jun 12	Jul 15	AA-1D	Special Sections Report	Campus VPs	11
Jun 12	Jul 15	EA-3	Developmental & Community Instructional Service Report	SRG 70, SRG 83	16
Jul 9	Jul 15	- -	Due in President's Office: AA-1A, AA-1B, AA-1C, AA-1D, EA-3	- -	- -
Jul 20	- -	- -	Modify survey instrument(s)	- -	21
Jul 20	- -	- -	Inventory and order P & F Survey Supplies	- -	22
Aug.1	- -	- -	Send Survey dummy(s) to Graphic Services	- -	22
Aug.1	- -	- -	Organize & coordinate changes in P & F System	- -	2
Sept.1	- -	- -	Program Review research report	- -	30
Sept.15	- -	- -	Proof survey instruments, order copies	- -	22
Sept.20	- -	- -	Revise P & F Manual	- -	2
Oct.2	- -	- -	Create Grad & Leaver files	IRS 84	30
Oct.4	- -	- -	Add Special Needs data	IRS 85	30
Oct.6	- -	- -	Add Handicapped data; Create file	IRS 86	30
Oct.10	- -	- -	Create demographic tape	IRS89J00	30
Oct.15	- -	- -	Coordinate survey particulars with intra/inter-campus personnel and agency contractors	- -	22
Oct.15	- -	- -	Check on questionnaire printing progress	- -	22
Oct.20	- -	- -	Generate SFS labels, prepare ZIP categories	IRS81J00	21
Oct.25	- -	- -	First wave SFS mailout completed	- -	21

TABLE 1: Timeline for Coordinating the Placement and Follow-up Series of Reports (Continued)

ACTION DATE	STATE DUE DATE	REPORT CODE	REPORT TITLE/ ACTION/OUTCOME	DATA SOURCE	REFERENCE PAGE
Periodic	- -	- -	Ongoing monitoring & processing of survey returns (11/1-12/17)	- -	22
Nov.10	- -	- -	Begin Employer Survey mailout	- -	26,35
Nov.10	- -	- -	Generate SFS labels,	- -	22
Nov.15	- -	- -	Collect Co-op Ed, Special Needs, Special Sections Report Data prepare ZIP categories	Campus Coord-inators	25
Nov.16	- -	- -	Second wave SFS mailout completed	- -	22
Nov.20	- -	- -	Send names of grads to Program Managers and Occupational Deans	- -	26
Dec.4	- -	- -	Generate labels, prepare ZIP categories	- -	22
Dec.7	- -	- -	Third wave SFS mailout	- -	22
Dec.8	- -	- -	Request Adders documentation for new files	- -	22,27

The AA-1 Series

AA-1A Program Enrollments and Completions

Three basic categories reported on the AA-1A are: 1) the unduplicated credit student enrollments in college programs by ethnicity and gender, 2) a subset of the former as cooperative education students reported only in gross total, and 3) completions by program detailed by ethnicity and gender. Associate in Arts data are collapsed for the entire college. Associate in Science data are reported for each occupational program. Certification programs with no A.A. counterparts are also reported. This report is completed annually for the previous report year (Spring/Summer/Fall/Winter). Completion totals from the AA-1A no longer form the crosscheck for the totals of the AA-2C report.

Identifying information on the AA-1A (CIP code, program title, new program, occupational program type, program length, and completion award type) receive preliminary checks for accuracy against the previous year's report. New programs may have been added or once existing programs may have been retired. Programs which are active (have not been officially retired) must be reported to the Division of Community Colleges, even if they show no enrollments or completions. Responsibility for data concerning updates of retired programs, changes of semester credit requirements, etc. reside with Admissions and Registration Services. These changes must be coordinated with Institutional Research.

Computer job SRG70J00 produces the data for the AA-1A report. Since the program definition for vocational programs has been changed to exclude all enrollees having fewer than 15 credit hours excluding ESL and Developmental courses, it is important to indicate on the Data Processing Service Request form that the new program definition is desired ("2" in card column "10"). A "1" in card column "10" generates data based on the old definition. If no indicator is submitted, by default, the old definition is run. (See Appendix A).

The State Reporting Year does not correspond to the Miami-Dade Community College Academic Year. Terms for the State Reporting Year are Spring/Summer/Fall/Winter. Computer production job SRG14JOO combines the Spring, Summer, Fall, and Winter terms into one file and is created prior to SRG70 (Enrollment and Completions Report). Three procedures that are imperative for the successful running of SRG70 are:

1) Specifying redefinition for program enrollee.
2) Posting graduations has been completed. (Grad flags must not have been initiated or graduation totals will be inaccurate).
3) Including Special Needs and Cooperative Education data which are on the Adders files; submit Adders batch numbers.

On occasion, graduation totals may exceed enrollment totals because of application posting dates. When this occurs, adjustments to enrollments are made to equal graduations. In so doing, enrollments from the Pre-Program Admittance Enrollments (General Freshman category) are decreased by ethnic and gender and these same enrollments are added to the appropriate AA-1A programs.

Cooperative Education data for the AA-1A are obtained from the North and South Campus Directors of Cooperative Education. These student numbers are entered into Adders. When SRG 70 is run, the Adders Batch codes for Co-op Education data are submitted. Similarly, Handicapped data are gathered from campus nurses and campus Disabled Student Coordinators. Student numbers are entered into Adders. When SRG70JOO is requested, the Adders Batch codes are submitted on the Data Processing Service Request form for both Adders data sets.

Occasionally, data from a long-since retired program will appear in the SRG70JOO output. Programs with zero data for all categories of the State report are not printed in the SRG70 production job. It remains the task of the report preparer to delete programs which are no longer active and to include the active zero data programs. All data are derived from College-wide tables in the printout. With the exception of

the adjustment of Completions to Enrollments for grad flag posting discrepancies, the data for the AA-1A is a straightforward transfer from printout to report form. Eventually, computer generated forms identical in format to the State-required forms will dispense with this aspect of reporting.

An example of an AA-1A form is provided for the reader to examine (page 9).

DIVISION OF COMMUNITY COLLEGES
PROGRAM ENROLLMENTS AND COMPLETIONS
ACADEMIC YEAR:_____

Program (ICS) Code:_____
Program Title:_____
New Program:_____
College:_____

Occupational Program Type:	Program Length:	Completion Award Type:
___ Post-Secondary Technical ___ Post-Secondary Skilled/Semi-skilled	___ Semester Credit Hours ___ Clock Hours	___Associate in Arts ___Associate of Applied Science ___Associate in Science ___Certificate of Applied Science ___Technical Certificate ___Certificate of Training

Data Categories	Non-Resident Alien		Asian or Pacific Islander		American Indian or Alaskan Native		Black (Not of Hispanic Origin)		Hispanic		White (Not of Hispanic Origin)		TOTAL	Number of the total who are high school students	SPECIAL NEEDS		
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male			Handi-capped	Limited English pro-ficiency	Disad-vantaged
1. Unduplicated count of students enrolled in the program during the academic year.																	
1A. Of the above, the number who are cooperative students																	
2. Number of students who completed requirements to earn a degree or certificate during the academic year																	

AA-1A

Prepared by:_____

Date:_____

AA-1B Pre-Program-Admittance-Enrollments

Formerly known as the Undecided Enrollments Report, the AA-1B has changed dramatically and this change will be reflected in the 1985-86 Report Year. AA-1B consists of unduplicated credit enrollments. Like the former AA-1B, this report includes students (1) who have not been admitted into a program of study, or (2) are awaiting admittance into a limited access program. For M-DCC, the General Freshman category involves degree-seeking students who declared a program intent at registration but who have not accumulated 15 credit hours exclusive of developmental or ESL courses. Transferred from the EA-3 report are the Employment Related and Other Personal Objectives categories. The former are credit seeking students who may be maintaining or upgrading their training; the latter category are those who are taking credit courses to meet personal objectives. Special Training Opportunities (STO) certificates are reported in the Employment Related category of T and U codes.

The only limited access programs at M-DCC are those in the 1.23 discipling codes--health or medically related programs. The data source for the AA-1B is SRG70J00. The AA-1B form is found on Page 12.

AA-1C Supplemental, Special Needs and Apprenticeship Courses Enrollment

Supplemental courses are non-credit, and these enrollment totals are distinct from the AA-1A and AA-1B data. Special Needs refer to Handicapped, Limited English, and Disadvantaged data. For non-credit enrollments, however, ethnic data are not collected at Miami-Dade. Total Supplemental Enrollments are obtained from computer job SRG70J00. Data under each racial and sex designation are distributed based upon the collapsed credit occupational ethnic and gender totals (prepared for internal Institutional Research use) applied to the Total Supplemental Enrollment of the AA-1C report. Miami-Dade Community College does not offer Apprenticeship courses and no courses are offered for the Homemaking occupation. An example of the AA-1C report is found on page 13.

AA-1D Special Sections Report

This report is dealt with at the campus administrative level where information on programs that are specially funded is gathered. In mid-November campus Vice-Presidents are sent the AA-1D report and instructions, along with a memorandum requesting data for the Special Sections Report. Responsibility for this report is generally delegated by the Vice-Presidents' offices to several departments within the campuses. Only pertinent portions of the report are completed on each campus. Final data compilation occurs at Institutional Research. The Disadvantaged and Handicapped (Section 3) data are derived from SRG70J00. Mainstream/No support (Section IV) is omitted. It is helpful to campus personnel to receive a copy of their own report from the previous year as a guide to completing the current year report. An example of the AA-1D report is shown on pages 14 and 15.

AA1-B
REPORTING YEAR: 1985-86

DIVISION OF COMMUNITY COLLEGES
PRE PROGRAM ADMITTANCE ENROLLMENTS

COLLEGE: _____

NOTE: THIS REPORT INCLUDES ONLY THOSE STUDENTS WHO HAVE NOT BEEN ADMITTED INTO A PROGRAM OF STUDY OR A LIMITED ACCESS PROGRAM.

	NON RESIDENT ALIEN		ASIAN OR PACIFIC ISLANDER		AMERICAN INDIAN/ ALASKAN NATIVE		BLACK (NOT OF HISPANIC ORIGIN)		HISPANIC		WHITE (NOT OF HISPANIC ORIGIN)				SPECIAL NEEDS		
	F	M	F	M	F	M	F	M	F	M	F	M	TOTAL	HIGH SCHOOL	HANDI-CAPPED	LEP	DIS-ADVAN-TAGED
(1) GENERAL FRESHMAN																	
(2) EMPLOYMENT RELATED																	
(3) OTHER PERSONAL OBJECTIVES																	
AWAITING ADMITTANCE TO LIMITED ACCESS PROGRAMS																	
(4) AGRICULTURE (1.21)																	
(5) DISTRIBUTION (1.22)																	
(6) HEALTH (1.23)																	
(7) HOME ECONOMICS (1.24)																	
(8) OFFICE OCCUPATIONS (1.25)																	
(9) TRADE AND INDUSTRIAL (1.26)																	
(10) PUBLIC SERVICE (1.27)																	

12

PREPARED BY _____ DATE _____

GENERAL FRESHMAN IS AN UNDUPLICATED ANNUAL HEADCOUNT OF PERSONS WHO AT LAST RECORD WERE ENROLLED IN COURSES WITH THE APPARENT INTENT TO OBTAIN A DEGREE OR CERTIFICATED BUT HAS NOT BEEN ADMITTED TO A PROGRAM OF STUDY

EMPLOYMENT RELATED IS AN UNDUPLICATED ANNUAL HEADCOUNT OF PERSONS WHO AT LAST RECORD WERE ENROLLED IN EMPLOYMENT RELATED COURSES WITH NO APPARENT INTENT TO EARN A DEGREE OR CERTIFICATE AND WERE NOT ENROLLED IN SUPPLEMENTAL COURSES

OTHER PERSONAL OBJECTIVES IS AN UNDUPLICATED ANNUAL HEADCOUNT OF PERSONS WHO AT LAST RECORD WERE ENROLLED IN COURSES WHICH WERE NOT EMPLOYMENT RELATED AND HAD NO APPARENT INTENT TO OBTAIN A DEGREE OR CERTIFICATE

AA1-C
REPORTING YEAR: 1985-86

DIVISION OF COMMUNITY COLLEGES
SPECIAL PROGRAMS ENROLLMENTS

COLLEGE: _____

VOCATIONAL SUPPLEMENTAL

	NON RESIDENT ALIEN F	NON RESIDENT ALIEN M	ASIAN OR PACIFIC ISLANDER F	ASIAN OR PACIFIC ISLANDER M	AMERICAN INDIAN/ ALASKAN NATIVE F	AMERICAN INDIAN/ ALASKAN NATIVE M	BLACK (NOT OF HISPANIC ORIGIN) F	BLACK (NOT OF HISPANIC ORIGIN) M	HISPANIC F	HISPANIC M	WHITE (NOT OF HISPANIC ORIGIN) F	WHITE (NOT OF HISPANIC ORIGIN) M	TOTAL	SPECIAL NEEDS: HANDI CAP	SPECIAL NEEDS: LEP	SPECIAL NEEDS: DIS-ADVANTAGED	APPRENTICE-SHIP: TOTAL
(1) AGRICULTURE (1.21)																	
(2) DISTRIBUTION (1.22)																	
(3) HEALTH (1.23)																	
(4) HOME ECONOMICS (1.24)																	
(5) OFFICE OCCUPATIONS (1.25)																	
(6) TRADE AND INDUSTRIAL (1.26)																	
(7) PUBLIC SERVICE (1.27)																	

1.24 PREPARATION FOR HOMEMAKING

(10) COMPREHENSIVE																	
(11) CHILD DEVELOPMENT																	
(12) CLOTHING & TEXTILE																	
(13) CONSUMER ED..																	
(14) FAMILY HEALTH																	
(15) FAMILY LIVING																	
(16) FOOD AND NUTRITION																	
(17) HOME MANAGEMENT																	
(18) HOUSING &FURNISHING																	
(18) OTHER HOMEMAKING																	
(19) TOTAL HOMEMAKING AS AN OCCUPATION																	

PREPARED BY _____ DATE _____

DIVISION OF COMMUNITY COLLEGES

SPECIAL SECTIONS REPORT

College: _____

Academic Year: _____

Prepared by: _____

SECTION 1 - ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS

PROGRAMS (a)	TOTAL (b)	FEMALE (c)	SECONDARY (d)	POST SECONDARY (e)	ADULT			COOPERATIVE (i)	COMPLETIONS (j)
					PREPARATORY (f)	SUPPLEMENTAL (g)	APPRENTICESHIP (h)		
99.0302 Individual Manpower Train. Sys. (IMTS)									

SECTION 2 - ENROLLMENTS IN SPECIAL FUNDED VOCATIONAL EDUCATION PROGRAMS, BY LEVEL

Comprehensive Employ. Training Act (CETA)	( )	( )	( )	( )	( )	( )	( )		
Migrant Education (Federal, State)	( )	( )	( )	( )	( )	( )			

SECTION 3 - ENROLLMENTS OF PERSON WITH SPECIAL NEEDS, BY LEVEL

Disadvantaged	( )	( )	( )	( )	( )	( )	( )	( )	( )
Handicapped	( )	( )	( )	( )	( )	( )	( )	( )	( )

AA-1D

State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
an equal opportunity employer

DIVISION OF COMMUNITY COLLEGES

SPECIAL SECTIONS REPORT

SECTION IV - Special Needs Enrollments by Type of Instructional Setting

Type of Setting	Handicapped	Disadvantaged 110	Disadvantaged 140	LEP
Mainstream/No Support				
Mainstream/Support				
Separate				
TOTAL				

SECTION V - Enrollments by Legislative Purpose

Participants by Legislative Purpose	TOTAL
Work Study (Include only programs provided for by vocational funding)	
Support Services for Women	
Day-Care Services	
Vocational Education for Displaced Homemakers	

AA-1D

Return to: Bureau of Research and Information Systems
Division of Community Colleges
Department of Education
Tallahassee, Florida 32301

EA-3: Annual Report of College Preparatory and Community Instructional Service Enrollment

Report EA-3 consists of both duplicated and unduplicated counts of non-credit enrollments (developmental, adult elementary and secondary, citizenship, recreational and leisure time). With the exception of developmental, the other data categories are straightforward. Data from the developmental cluster come from two sources for both the duplicated and unduplicated counts. These counts are combined from SRG70J00 and computer job SRG83J00 to produce the totals entered. Report AA-1B has been amended to contain credit data for related employment and other personal objectives and will, therefore, be omitted from the EA-3 report. The EA-3 report can be seen on Page 17.

The combined AA-1A and AA-1B give the college-wide unduplicated credit enrollments. The AA-1C and EA-3 do not give a College-wide non-credit headcount. Students reported taking non-credit supplemental courses (AA-1C) may also appear in the developmental or CIS headcount (EA-3). Enrollments may also be duplicated across credit and non-credit reports. For example, a credit program enrollee reported in the AA-1A could also be counted in the EA-3 non-credit report or the AA-1C supplemental course report. The EA-3 State form can be seen on Page 17.

The flow chart on Page 18 shows the ramifications and data sources for the AA-1 series of reports.

ANNUAL REPORT OF
DEVELOPMENTAL
and
COMMUNITY INSTRUCTIONAL SERVICE
ENROLLMENT

ACADEMIC YEAR: _____ **COLLEGE:** _____

CLUSTERS	(1) Number of ALL Students Served	(2) Unduplicated Headcount
DEVELOPMENTAL (1.30) 1.31 Compensatory		
1.32 Adult Elementary & Secondary		
COMMUNITY INSTRUCTIONAL SERVICE (1.40) 1.41 Citizenship		
1.42 Recreational and Leisure Time		

INSTRUCTIONS

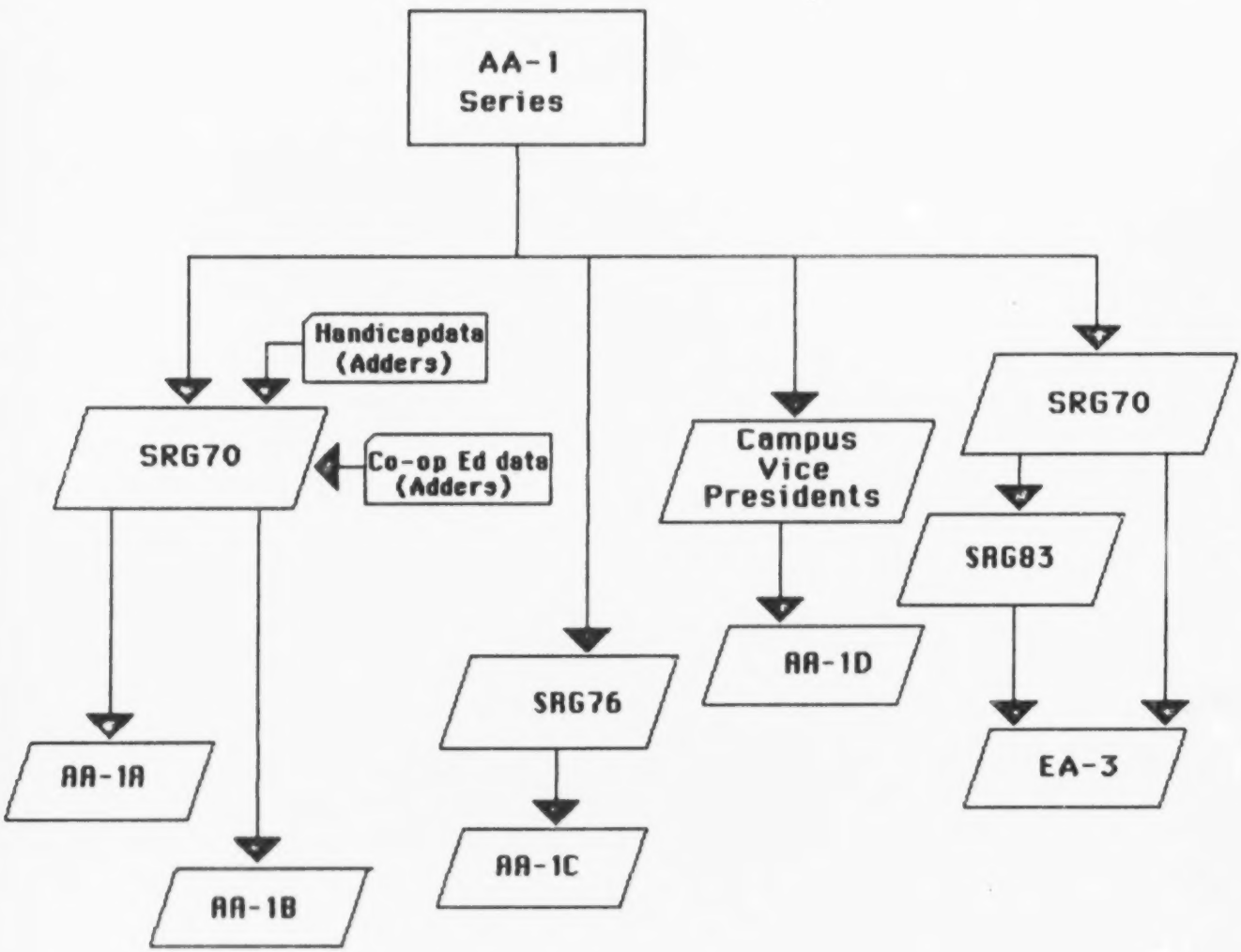
(1) *NUMBER OF ALL STUDENTS SERVED* - Enter the number of students enrolled in each of the program clusters. This number represents the *total* number of people served by each cluster.

(2) *UNDUPLICATED HEADCOUNT* - Enter the unduplicated headcount of students, counting each student in ONLY one program cluster. DO NOT include students that have been counted in either Advanced and Professional or Occupational categories.

State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
An equal opportunity employer

Figure 1:

FLOW CHART OF THE AA-1 SERIES
OF THE
PLACEMENT AND FOLLOW-UP REPORTS



The AA-2 and AA-4 Series of Reports

While the AA-1 series of reports deals with enrollments of various categories of students, the AA-2 and AA-4 series deal with student outcomes beyond their tenure at the community college. These reports focus on education and employment. Is the individual continuing education? Is the former student employed? If so, is employment within the field of training? What do their employers say regarding employee technical knowledge, work attitude and work quality? These types of information are gathered from the Survey of Former Students questionnaire and the Employer Follow-up Form questionnaire. The Feedback tape offers supportive State University System and Department of Commerce data. Data sources are inputted into the Placement and Follow-up Master file, translated into a working file, and used to produce the AA-2C and AA-2L reports. Discussion of each of these sources of information follows.

The Feedback System

The Feedback System is a data processing system that combines information from the community colleges, the State University System (SUS), and the Florida Department of Labor and Employment Security (Commerce file) and is used to produce reports indicating the status of community college graduates. A magnetic tape containing such demographic data as student number, race, sex, and major is sent from the community college to the Division of Community Colleges (DCC). To this tape source, the DCC adds such SUS data as university code, university major and hours accumulated. The third source of Feedback data (Commerce tape) completes the system with such inclusions as industrial code with description, weeks worked, wages earned, employer's name and address. Data from these combined sources in the Feed-back System are matched by Social Security Number. This Feedback tape is then sent back to Miami-Dade Community College where it becomes part of the Placement and Follow-up Master file tape. The DCC also sends to M-DCC a hardcopy of the Feedback data.

Three limitations of the Feedback System are 1) exclusion of all in-State private institutions and out-of-State institutions and 2) classification by industry rather than by job. The former limitation results in understatements of numbers continuing education; the latter limitation increases the difficulty of determining job relatedness to training. The third limitation deals with process rather than substance. Specifically, 3) it is a one-time snapshot of students matriculating early in the fall semester.

To overcome some of the constraints of the Feedback System, Institutional Research is attempting to incorporate the entire SUS Student Course (SC) file for the past five years into its data system. The Student Course file contains numerous data elements not included in the Feedback tape and will be a rich source of data of A.A. as well as A.S. graduates or former Miami-Dade students who transferred into the SUS indirectly after leaving M-DCC. The SC file contains data on all nine state universities. By social security number match, it will be possible to find students in the SUS who ever attended Miami-Dade. A vocational student who matriculates in the Winter or Spring/Summer terms can then be captured as a successful placement and not be forever lost by omission through data source limitations.

The Survey of Former Students

Occupational Completers are surveyed to obtain specific information needed to determine whether State criteria have been met. As required by the State, the SFS now takes the form of a postal mailer or postcard. The survey was designed to gather data mandated in State reports and, very importantly, data that permits ongoing internal evaluation. It was assumed that the unsatisfactory return rate among community colleges was due to the length of the survey instrument. Therefore, the postal mailer will now include only five questions: 1) Are you presently or have you been employed since leaving M-DCC? 2) If yes, is the work that you are doing related to your training? 3) If you are working, supply the name and address of your employer whom we will contact. 4) Are you enrolled in a post-secondary program? 5) Are you in the military service? (See Page 23.)

Survey data are entered into the Placement and Follow-up Master file along with the Feedback tape data. Periodic revision of the questionnaire is, of course, necessitated by changes in State requirements and configurations. Planning for mailouts involves a series of steps, some of which are ongoing, others of which are periodic. Table 2 (page 22) summarizes details of the survey by due dates. These dates are approximate, pending developments and contingencies. The listing is generally sequential. A number of tasks occur in overlapping time frames or may occur concurrently rather than sequentially. It is to be used as a guideline and reminder.

Responses to the items on the survey questionnaire will be entered into an Adders data set. Institutional Research arranges with an outside agency if necessary, to have data entered into the Shadow terminal. Data entry has been vastly simplified as reflected in the brevity of the questionnaire. Entry is straightforward. A second comment card will not be needed.

TABLE 2: Checklist for the Placement and Follow-up Survey Process

Action Date	Date(s) Completed	Procedure Description
July 16		Request programming modifications
July 20		Redesign survey if necessary
July 20		Inventory supplies for surveys; order supplies
Aug. 1		Send redesigned dummy to Graphics Services and coordinate postal specifications as needed.
Sept.15		Check printer's proof, determine number of copies, arrange completion date; coordinate with campus mail director on postal specifications
Periodic		Monitor receipt of supplies ordered
Oct.15		Monitor status of instrument printing
Oct.20		Generate first wave labels (two sets) from IRS81 assuming programming modifications are in place and correct
Oct.21		Refine sort of first wave labels by ZIP code manually
Oct.21		Inform mailroom of anticipated wave volumes
Oct.25		Complete first wave mailout
Ongoing		Process SFS, maintain survey monitoring files
Nov.10		Begin Employer Survey
Periodic		Process employer responses, identify other employers to survey
Nov.10		Generate second wave labels for SFS; refine sort of ZIPs; prepare second wave mailout
Nov.16		Second wave SFS mailout completed
Dec.4		Generate SFS labels for third wave mailout; categorize ZIPs by postal region; prepare questionnaires for mailing
Dec.7		Complete third wave mailouts
Jan.3		Request from Computer Services documentation for each and every Adders file
Feb.14		Deadline for data collection
Feb.15		Enter SFS, Employer Survey, Co-op Ed., Special Needs, Graduation Application, JPLOG data into Adders files

MIAMI-DADE COMMUNITY COLLEGE
Office of Institutional Research - 16
11011 S.W. 104th Street
Miami, Florida 33176-3393

NON-PROFIT ORG.
U.S. Postage
PAID
Miami, FL.
Permit No. 315

Tear here. Drop questionnaire half in mailbox. No postage needed.

Please take a few minutes

Dear Recent Miami-Dade Community College Completer:
Please take a few minutes to help us bring our records up-to-date.

Are you presently or have you been employed since leaving M-DCC? _____ YES _____ NO

If yes, is the work related to your training? _____ YES _____ NO

If you are working, provide the name and address of your employer whom we will contact.

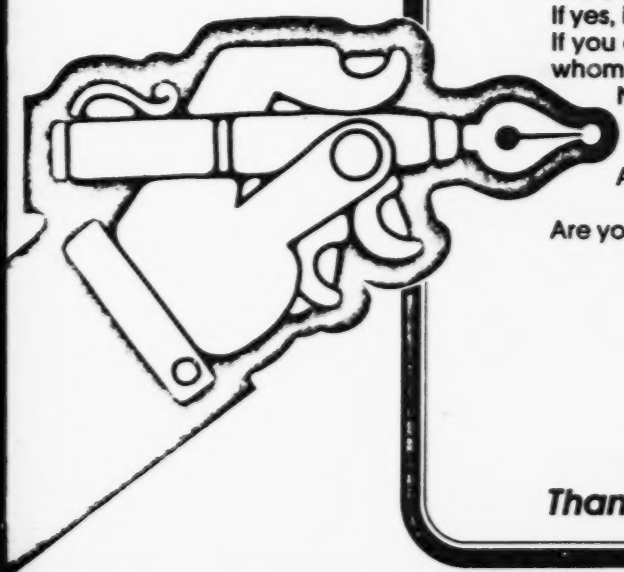
Name of employer _____ Phone _____

Address _____ State _____

Name of immediate supervisor _____

Are you enrolled in a post-secondary education program? _____ YES _____ NO

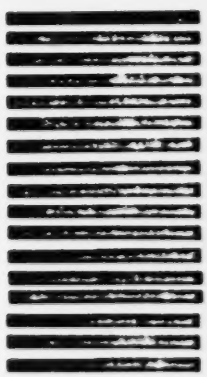
Are you in the military? _____ YES _____ NO



Thank You for Helping!

10/85 IR

NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES



BUSINESS REPLY MAIL

FIRST-CLASS MAIL PERMIT NO. 10788 MIAMI, FLORIDA

POSTAGE WILL BE PAID BY ADDRESSEE

MIAMI-DADE COMMUNITY COLLEGE
Office of Institutional Research
11011 S.W. 104th Street
Miami, Florida 33176-9990

BEST COPY AVAILABLE

Data Collection

Quite apart from the survey of former students by postal mailouts and the Feedback System, procedures have been set up for collecting data for the A.A. series. Deadline for data collection is February 14. A summary of these procedures follows:

1. Handicapped data:

   In mid-November, campus nurses and Handicap Coordinators are sent memos stating purpose and parameters for data collection. Term data for the Report Year (Spring, Summer, Fall, Winter) are requested. These student numbers of handicapped persons may be duplicated across terms, but this is of no import for programming is written to unduplicate these numbers. This category of data as well as all others collected are entered into Adders files and become part of the P and F Master file. Handicap data are also used in the AA-1 series which is generated by SRG70.

2. Job Placement Log (JPLOG):

   Program Managers (Associate of Science degrees programs, Planned Certificates--BL, TU, and PR only) and campus placement offices regularly send the JPLOG data to I.R. This log gives essential information (student number, employed in related field) needed to meet State placement criterion. Data are entered into the Adders' JPLOG file. Extra forms are kept in Room 1137.

3. Survey of Graduation Applicants:

   Each applicant for graduation (whether through the counselor's office or the registrar's office) completes the survey form. Data regarding related field placement along with the student number for file match are entered into the graduation applicant Adders file. Forms are available in Room 1137.

4. Cooperative Education Data:

Requests for these data (student number for the Report Year terms) are made of the South Campus and North Campus Directors of Cooperative Education. All of these Co-op Ed students have been involved in credit courses associated with employment utilizing course training skills. An Adders Co-op file is created each year to accommodate these data for the AA-1 (SRG70) reports.

5. Program Managers Data:

A computer list is sent to the Associate Dean of Occupational Education on each campus to copy and distribute to each program manager. This list is generated through an SAS program which assesses P and F production job IRS84J00. Data needed by Program Managers to identify job or education status of graduates are student number, student name, campus, type, and program code. Identified status sent back to I.R. by program managers are inputted into the program managers' Adders file.

6. Employer Survey Data:

IRS73 is requested separately for Completers data and for Leavers data. These data are requested only if the AA-2 respondents do not object to having their employer contacted to secure training quality information. Two separate Adders files are created for these data.

Processing Collected Data

Data sources for the A.A. series of reports include:

1. SUS and Commerce tapes
2. Handicapped data
3. Postal mailout (survey of former students)
4. Job Placement Log (JPLOG)
5. Survey of Graduation Applicants
6. Cooperative Education
7. Documentation of status from Program Managers
8. Employer Survey Form

With the exception of the SUS and Commerce tape data (discussed under the Feedback System) which are simply combined into the Placement and Follow-up master file, sources numbered 2-8 are Adders Batch files. Each of the Adders files has its own unique screen created and documented by Computer Services. These files need to be called up on the Shadow to input data. Documentation requests are made early in January. The postal mailout data, Survey of Graduation Applicants data, and Program Manager documentation data follow the same record layout for variables and fields in Adders files. Each of the sources of data is laid out specifically and in accessing data through SAS, these fields/variables are specified.

Depending upon the extensiveness of the data collected as well as time/resource pressures, a data entry clerk may be contracted. Institutional Research has used both the services of an outside contractor as well as subcontracted internally. These data are "cleaned," organized, and file documented before the contracted party enters them. All data sources (handicapped, postal survey, JPLOG, Survey of Graduation Applicants, Co-op Ed, Program Managers, Employer Survey) are entered into specific Adders files during this short contract period.

When requesting production job runs (SRG70 and IRS73), Adders Batch numbers accompany requests (Handicap/Co-op Ed and Employer Survey for Completers, and Leavers). Other Adders data become part of the P and F Master file and are commonly obtained through SAS programming.

Preliminary Checks

A series of checks is undergone before the Placement and Follow-up Master Tape is created; after the tape creation, another series of checks occurs to insure file accuracy and integrity.

Before Creation of Master File Tape

1. SIC Code Logic

   The current code in usage (CIP in 1985) is verified for accuracy and completeness by program against the AA-1 report for the corresponding Report Year. SIC codes are bridged with the correlative CIP code for new programs. Program Managers are consulted regarding SIC code appropriateness. The logic of the bridge is tested against dummy data.

2. Placement Logic

   With changing state requirements, placement status logic changes are also necessitated. These preliminary changes are tested against existing variables of previous years' data and dummy variables. Placement status assigned by computer logic are checked against the intent behind the logical statements. The key question answered in this step is whether the logical statements are assigning the correct placement status considering all conditions and priorities.

3. Report Form Logic

   Once the procedure and symbolic language for developing report form format is under control, it is relatively easy to determine whether the programming is working properly by merely scanning the report form output and matching it against the State prepared form. This step of computerized State form format eliminates having to transfer data from computer printout to report matrices. Data and calculations are computer generated and are identical to the forms sent from the DCC.

After Creation of the Master File Tape

1. ALBTEST1

   The P and F Master File with the numerous Adders files, feedback tape, and specific logic are dumped. Data are checked against the record layout specifications for correct variables in correct data type in correct data fields. Anomalies are examined for impact, causation, alteration, or elimination. Each of the five tests in this section must be passed in proper sequence--from ALBTEST1 through ALBTEST5 before State reports are generated or before statistics for research reports or filling of data requests are made.

2. ALBTEST2

   A crosstab is done of CIP against program code to determine whether there are errors of multiple programs under the same CIP code or unassigned Completions.

3. ALBTEST3

   The crosstab of ethnic by sex can show discrepancies with the ethnic and sex assignments in programs found in the AA-1. These discrepancies can occur because of student requested record changes after the file is run that is accessed by SRG70. Retired A.A.s and P.C.s that show up need to be selected out when running data.

4. ALBTEST4

   Ethnic/gender transformations are done considering the employment field and other pertinent information in the P and F data dump. Changes made reconcile the AA-1 report.

5. ALBTEST5

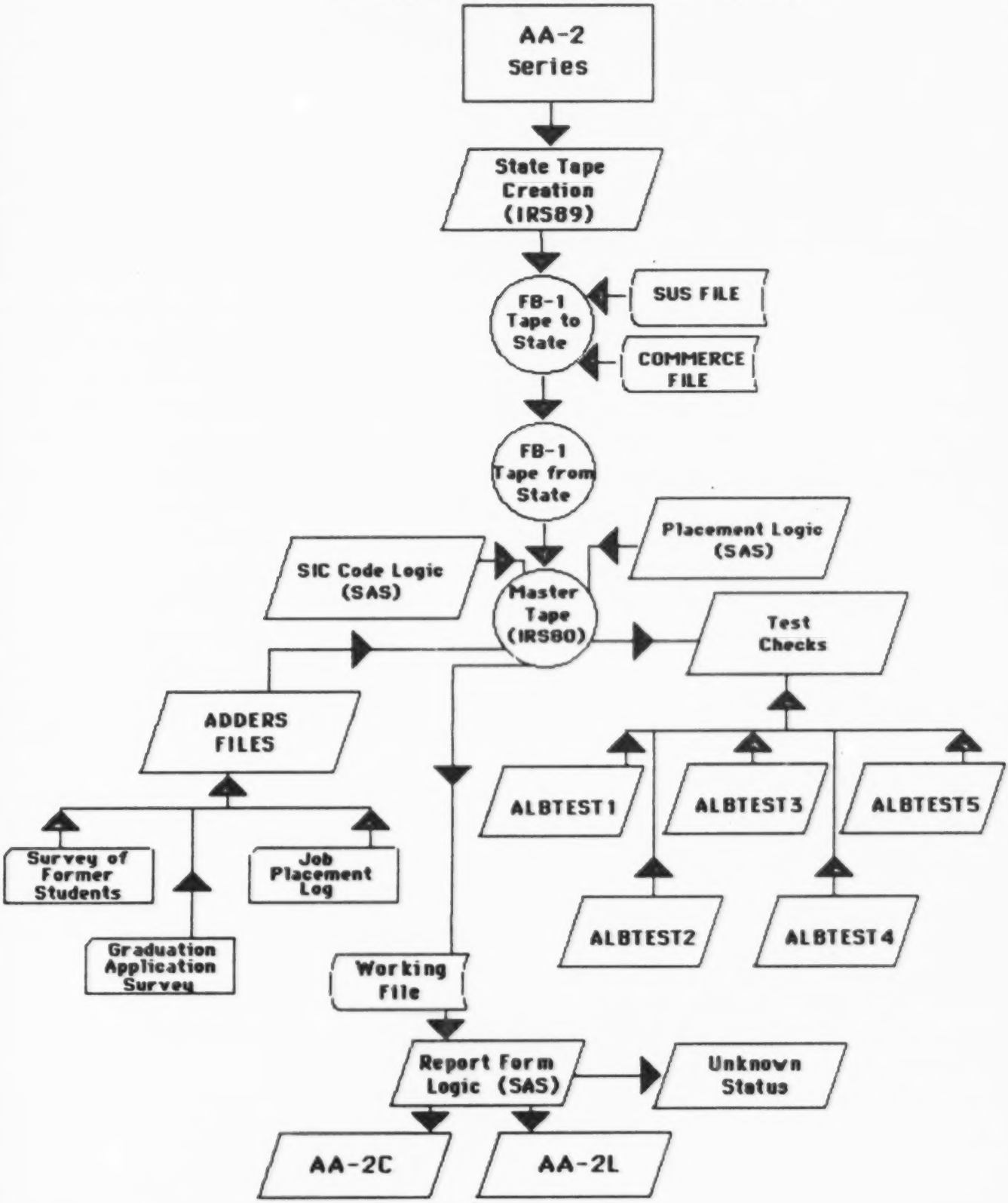
   Education status, employment status, unduplicated status for A.A. programs, unduplicated status for A.S. programs, deletions of unwanted programs, sex and gender changes are checked in this program. Strange data appearing in this final check are investigated and reconciled. Particular attention is given to all placement status categories. "Playing computer" with data dumped to determine education status and employment status can be checked against the status assigned in this program. If the computer logic is working properly, the game status assignment should coincide with the programming status assignment.

Master File and Work File Creation

The sequence and time line for the creation of the Master file begins in October of the graduation Report Year--in this case 1984-85--when the Completer/Leaver file (IRS84J00) is created; the process runs through the following June 15th when the AA-2 series of reports are due at the Division of Community Colleges in Tallahassee. Computer jobs (IRS85J00, IRS86J00, IRS89J00) build elements upon the original file (IRS84J00). IRS89J00 must be created before IRS81J00 can be run to generate mailing labels. The creation of the Master file begins with IRS89J00, the program which generates the magnetic tape that contains demographic data. A copy of the IRS89 tape (Report FB-1) is sent to the DCC in January. There, Feedback data from the SUS and Commerce files are added. This tape is returned to Miami-Dade Community College in early spring. Data from the Survey of Former Students questionnaires, the Graduation Application questionnaire, and the Job Placement Log are added to the Feedback tape and these four clusters of data comprise the Placement and Follow-up Master tape (IRS80J00). SAS programs (code bridge, placement logic, report-form logic) are written to obtain specified data from the Master tape and to generate a Work file. The Work file consists of only those elements essential for Placement and Follow-up reports and subsequent research reports. This Work file is used to generate the actual reports using programs written by Institutional Research staff. Contents of the Work file are dumped to examine for possible problems before any reports are run against it.

The Flow Chart on the following page depicts the sequence of computer jobs, tapes, files, data input and SAS logic essential to produce the Work File for the AA-2 series of reports.

Figure 2:
FLOW CHART OF THE AA-1 SERIES OF THE PLACEMENT AND FOLLOW-UP REPORTS



AA-2C and AA-2L: Student Placement and Follow-up Report

The AA-2C and AA-2L are the most complex of the A.A. series of reports, not from the point of view of the report form itself, but in the involvements necessitated for obtaining the data. The AA-2C form is used to record data for Associate in Arts Completers (collapsed) and Associate in Science or Planned Certificate Completers (by program). Each program is reported on a separate page. Leavers data follow the same format as Completers data. The reports contain unduplicated headcounts. A former student is either employed or continuing education. Guidelines for the determination of which of those categories to place the individual in follows. If an A.A. degree is involved, priority placement is continuing education. For the A.S. degree or P.C., related employment is the first priority; if employment is unrelated but education is pursued, then continuing education takes precedence. Data for these reports are further delineated by ethnicity and gender.

These data are generated by Institutional Research programs from the Work File. The data categories have been vastly simplified by State mandate with expectations of increasing the volume of respondents. Correspondingly, the report form is straight-forward and headcounts do not overlap across categories.

Bottom line totals for the AA-2 are no longer matched against bottom line totals for the AA-1. The lower totals of the completers pool in the AA-2C results from the deletion of graduates holding visa categories F1, B1, and M. Community colleges are no longer responsible for the placement into related jobs of visa categories F1, B1, and M.* An example of the AA-2C (Completers) form is found on page 28. The AA-2L (Leavers) is identical in format, but data concern leavers.

*F1 Student on visa
B1 Visitor, business visa
M Occupational & vocational (trade school) visa

AA2-C COMPLETER FOLLOW-UP
REPORTING YEAR: 1985-86

DIVISION OF COMMUNITY COLLEGES

PROGRAM (COL./CIP): NN CCCCCCCCCC
TITLE :AAAAAAAAAAAAAAAAAAA
DVACE CODE : VVVVVVVVVV

COLLEGE NAME :

VOCATIONAL
PROGRAM TYPE: POSTSECONDARY VOCATIONAL

PROGRAM LENGTH: LL TTTT

COMPLETION AWARD
TYPE: ASSOCIATE IN SCIENCE

	NON RESIDENT ALIEN F	NON RESIDENT ALIEN M	ASIAN OR PACIFIC ISLANDER F	ASIAN OR PACIFIC ISLANDER M	AMERICAN INDIAN/ ALASKAN NATIVE F	AMERICAN INDIAN/ ALASKAN NATIVE M	BLACK (NOT OF HISPANIC ORIGIN) F	BLACK (NOT OF HISPANIC ORIGIN) M	HISPANIC F	HISPANIC M	WHITE (NOT OF HISPANIC ORIGIN) F	WHITE (NOT OF HISPANIC ORIGIN) M	TOTAL	HIGH SCHOOL	SPECIAL NEEDS: HANDI-CAPPED	SPECIAL NEEDS: L E P	SPECIAL NEEDS: DIS-ADVAN-TAGED
(1) EMPLOYED																	
(2) WORK RELATED TO VOCATIONAL TRNG.																	
(3) IN THE MILITARY																	
(4) CONTINUING EDUCATION																	
(5) PLACEMENT POOL																	

PREPARED BY _____ DATE _____

33

AA-4C and AA-4L Employer Follow-up

This report asks employers to rate their employees whose training occurred at Miami-Dade Community College. Some elements rated are technical knowledge, work attitude and work quality. Separate Employer Follow-up forms are used for Completers and Leavers. Data for this report come from the Employer Follow-up Survey. The only individuals to whose employers this survey is sent are those who indicated that they are working in a field related to their training (survey item #2). IRS 84 (creation of Completer/Leaver file) must have been run before labels can be generated. Labels for this survey are generated through computer job MIS11J00 and this pressure sensitive label is affixed to the top of the survey form. The address of the employer is taken from item number three of the postal survey.

Data from returned questionnaires are entered into Adders. The only item on the questionnaire which sometimes requires adjustment is Item 5 (remarks). Remarks may have to be abbreviated to fit into the restrictions of 66 card columns. It is important to maintain the essence of the remark in its truncation.

IRS73J00, a computer production job, and Adders Batches for Completers and Leavers generate the data for the report. The AA-4C and AA-4L require response ratings which are totaled for each data category. An example of the Employer Follow-up Form instrument is presented on page 30. The Completer Employer Follow-up report example can be seen on page 31.

Employee's Name:

EMPLOYER FOLLOW-UP FORM

1. VOCATIONAL TRAINING EVALUATION

Please rate the vocational training received by the individual in the following areas:

	Very Good	Good	Average	Poor	Very Poor
a. Technical knowledge	☐	☐	☐	☐	☐
b. Work attitude	☐	☐	☐	☐	☐
c. Work quality	☐	☐	☐	☐	☐
	(5)	(4)	(3)	(2)	(1)

2. OVERALL RATING

What is your **overall** rating of the vocational training received by this individual as it relates to the job requirements?

Very Good	Good	Average	Poor	Very Poor
☐	☐	☐	☐	☐
(5)	(4)	(3)	(2)	(1)

3. RELATIVE PREPARATION

As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training.

☐ No basis for comparison
(5) ☐ Individual is better prepared
(3) ☐ Both are about the same
(1) ☐ Individual is less prepared

4. If and when the need arises, I would be willing to hire additional employees who complete the same or similar vocational programs.

☐ Yes ☐ No

5. Remarks:_____

_____

Office of Institutional Research - Miami-Dade Community College 2/83

AA-4 C

COMPLETER

EMPLOYER FOLLOW-UP

College: _____

ICS Code: _____

Title: _____

LABEL LABEL

Report Year: 1984

DATA CATEGORIES	Non- Resident Alien		Asian or Pacific Islander		American Indian or Alaskan Native		Black (Not) of Hispanic Origin		Hispanic)		White (Not of Hispanic Origin		TOTAL	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
Unduplicated Respondents														
Technical Knowledge Responses														
Total Score (1)														
Work Attitude Responses														
Total Score (2)														
Work Quality Responses														
Total Score (3)														
Overall Rating Responses														
Total Score (4)														
Relative Preparation Responses														
Total Score (5)														
Will Hire (6)														
Will Not Hire (7)														

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Issues Related to Placement and Follow-up

A Placement and Follow-up manual would not be complete without addressing some of the issues and subsidiary procedures which impinge upon the system. Three issues, summarized here, relate to the placement rate, unknown status of graduates, and the employer survey.

1) A number of programs have fallen below the State placement criterion. Although the State is solely interested in the placement of graduates in a field related to their training or their continuation of education, M-DCC has elected to look at other vital factors in assessing the health of a vocational program (Research Report 85-26). In addition to program placements, the factors of program interest, enrollments, and graduation are weighted and these values are summed across years to produce a strength indicator that has a broader spectrum than the State's single factor of program placements.

In order to help increase the placement rate, campus administrators are applying techniques to monitor students in vocational courses each term. These term survey results will be inputted on the campuses into CAMELOT, an RSVP system, to enable persons concerned to view needed data or to generate RSVP letters as needed. In addition to this, Program Managers are given detailed listings of graduates of their programs to document placement and continuing education statuses. These listings are generated by Institutional Research. It is hoped that these additional activities will increase the rate of programs abiding by State standards.

2) Approximately 20% of the graduates from vocational programs cannot be located in any given year. In spite of concentrated efforts to gather data through the SUS, Department of Labor files, and three survey mailouts (even to countries in the eastern hemisphere), no data for these graduates are available to be collected. A grant has been proposed to develop methods and to field-test these methods to uncover data essential to more accurately reflect the true status of M-DCC graduates.

3) The Employer Rating survey, with its many inherent constraints, has netted a 5% return rate. It is not possible to extrapolate, on the basis of this biased sample, evaluations of employers excluded from the responses. Plans are being developed, pending resources approval, to acquire pertinent data from a more representative sample of employers for program and curriculum review purposes.

This completes the summary of the AA-1 and AA-2 series of reports. A constant which is encountered in the Placement and Follow-up reports is change. Placement and Follow-up changes occur with regularity at the State level. These changes set off a chain of modifications at the college level, not the least of which are extensive revisions of computer jobs, SAS programming logic, and the Placement and Follow-up Manual. Changing State demands are examined for meaningfulness and congruence with Miami-Dade Community College policy and practices. Consistency, accuracy, and file integrity are cross checked. In short, the multi-faceted roles of persons charged with the responsibility for the Placement and Follow-up System entail coordination, monitoring, programming, research analysis, detailing, interpreting, and problem solving.

MIAMI-DADE COMMUNITY COLLEGE
DATA PROCESSING SERVICE REQUEST

Date: June 12, 1985

INSTRUCTIONS:

WORK ORDER NO. _____

1. Fill out in duplicate
2. Use 8 position O/S job name (if applicable)

O/S JOB NAME	BRIEF DESCRIPTION	NUMBER OF COPIES
SRG70J00	Annual Program Enrollments and Completions	1

SPECIAL INSTRUCTIONS: Setup Option:

Program enrollee redefinition (CC 10=2)

SUPPLIES FORWARDED:

DATE OF REQUEST: 6/12/85 DATE WANTED: 6/13/85 DATE COMPLETE: _____

SIGNATURE OF OPERATOR: _____

SIGNATURE OF RECIPIENT: _____

ORIGINATOR: Name
DEPARTMENT: Institutional Research
ACCT. CODE: 1194BA6
PHONE EXT.: 2026

Purpose: To generate data for the AA-1A, AA-1B, EA-3 Series of reports.

CWB-3/18/82
DP 11
South Campus

MIAMI-DADE COMMUNITY COLLEGE
DATA PROCESSING SERVICE REQUEST

Date: 10/21/85

WORK ORDER NO. _____

INSTRUCTIONS:

1. Fill out in duplicate
2. Use 8 position O/S job name (if applicable)

O/S JOB NAME	BRIEF DESCRIPTION	NUMBER OF COPIES
IRS81J00	GRAD/LEAVER MATCH	2 Sets
	ONLY GRADUATES WILL BE SELECTED	
	AND LEAVERS WILL BE PRODUCED	

SPECIAL INSTRUCTIONS: Please separate sets and count. Record count on this form.

BATCH NUMBER: IRS81 NO ADDERS BATCH TO BE EXTRACTED THIS TIME

IRS87P00 SETUP

CC 20=A CC 25=V

MIS11P00 SETUP

CC 10=V

SUPPLIES FORWARDED: _____

DATE OF REQUEST: 10/21/85 DATE WANTED: 10/22/85 DATE COMPLETE: _____

SIGNATURE OF OPERATOR: _____

SIGNATURE OF RECIPIENT: _____

ORIGINATOR: A. Baldwin
DEPARTMENT: Institutional Research
ACCT. CODE: 1194BA6
PHONE EXT.: 2026

Purpose: To generate labels for postal mailout to former M-DCC students.

CWB-3/18/82
DP 11
South Campus

ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES
JUN 20 1986